

Activity #5a: Dig Deeper: Types of Regulation Difficulties
Section 2: Children with Special Needs

ADHA arises as a developmental failure in the brain affecting inhibition and self-control.

Children with attention regulation difficulties often struggle with inattention, hyperactivity or impulsivity.

Inattentive children have difficulty paying attention when spoken to by an adult and difficulty remembering things in terms of their daily activities.

Inattentive children have difficulty following through on instructions.

Overactive children are fidgety and always seem to be in motion.

Impulsive children frequently interrupt and blurt out answers.

Behavior difficulties can range from being slightly bothersome or annoying to being a threat to the safety of others in the classroom.

Preschool children with behavior difficulties might be aggressive, fight, steal, argue or destroy property.

There is an overlap between children with attention difficulties and those with behavior disorders.

Social difficulties are the most varied and the least understood.

Children with severe social difficulties are often at risk for being diagnosed with one of the Autism Spectrum Disorders.

Children who are shy around strangers and children who avoid almost all forms of social interactions both experience social difficulty.

Some of the more common emotional difficulties young children have are related to anxiety and depression.

Older children can usually describe uncomfortable emotional states while younger children lack the verbal skills needed to describe emotions.

A child's behavior often provides clues to their emotional state.

Anxious children might display signs of separation anxiety or express reluctance about going to school.

Anxious children may develop nervous habits or show signs of behavioral changes.

Depressed children may have a decreased interest in activities and appear bored or irritable.

The language used by young children is an important predictor of later academic skills.

Children with language disorders who received treatment from professionals often make significant progress.

Receptive language difficulty refers to a child's ability to understand or comprehend language.

Expressive language difficulty refers to a child's ability to express ideas verbally.

In addition to language delays, a fair number of children struggle articulating words and sounds clearly.

It is important to recognize a language problem and take steps to address the issue.